



Childcare Inspection Report on

Seren Bach Pre School

**Gurnos Community Centre
Spruce Tree Grove
Merthyr Tydfil
CF47 9AU**



Date Inspection Completed

18/10/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Seren Bach Pre School is registered with Care Inspectorate Wales (CIW) to provide care for up to 36 children. The service is part of Welsh Government's flying start programme and offers places to children aged between two and three years of age, who meet the flying start criteria and live in a specific geographical area. There is a responsible individual (RI) and persons in charge (PIC) have been appointed to run the service on a daily basis. It is an English speaking service with incidental Welsh incorporated into sessions.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children benefit from a nurturing and supportive environment that meets their individual needs and provides them with interesting developmentally, age appropriate play and learning activities. They are happy and confident children who enjoy their play, supported by staff who are responsive to their needs. Staff work effectively to plan and assess for children's individual learning needs and ensure children are safe and well supported. The environment is safe, well maintained, offering a good selection of resources and interesting areas for play. The service is well run, with good systems in place to facilitate the smooth operation of the setting.

2. Improvements

This is the first inspection post registration.

3. Requirements and recommendations

We have made recommendations under the care and development, environment and leaderships themes. They are discussed in the report and summarised in section 5.2

1. Well-being

Good

Summary

Children are confident learners who enjoy exploring their environment and participating in play. They are familiar with the routines of the setting and interact positively with their peers and staff caring for them. They have good opportunities to express their views and enjoy developing their skills and independence.

Our findings

Children have good opportunities to make decisions and choices. They communicate confidently in line with their age and stage of development, interacting well with staff in order to make their needs known. During our inspection, we heard children ask for more food and say what they would like to drink, receiving a prompt response from staff. They spoke up to say what songs they would like to sing and enjoyed informal conversations with staff. They followed their play preferences, as sessions were child led. This meant that children gravitated towards their favourite toys and activities.

Children cope well with separation from their parents, have a sense of belonging and are familiar with the routines of the setting. They have good bonds of affection with staff caring for them and have positive relationships with their peers. Most children settled immediately on arrival, excitedly running to find toys to play with. One or two children who were unsettled, with support and reassurance from staff, settled quickly. We saw good bonds of affections between children and staff, for example, a child sat on the lap of their key worker during circle time, and other children enjoyed staff participating in their play.

Interactions between children, their peers and staff are consistently good and children co-operate well during group activities. They use good manners, respect resources and consider the needs of others, in line with their stage of development. We noted that children were happy to help tidy resources away. Children played happily together and we observed one child spontaneously help another child who was having difficulty moving the ride on car they were sitting in.

Children have many opportunities to initiate their play and follow their own play preferences. The balance of play is child led, rather than adult led and this means that children enjoy their play and explore their environment freely, moving between different activities with ease. They are enthusiastic participants in their play and enjoy physical and group activities, as well as quieter and more solitary play. We saw many examples of children engaged in outdoor physical activities, in imaginary play and in art and craft activities, which all the children clearly enjoyed.

Children gain confidence and skills, as they have good opportunities to develop their independence and enjoy doing things for themselves. They selected their toys, washed their hands with support from staff when required, some were able to take off and put on

their coats, and they confidently used appropriate cutlery at snack time and play equipment such as paint brushes.

2. Care and Development

Good

Summary

Staff are motivated and professional and children thrive and make good progress in their care. They manage interactions positively and understand their roles and responsibilities in relation to children's health and well-being. They support children's individual needs sensitively and demonstrate warmth in their interactions with children.

Our findings

Staff implement policies and procedures consistently and effectively in relation to children's health and safety and understand their role in protecting children. They promote a healthy lifestyle approach and practice safe and appropriate infection control. Records we viewed were appropriately completed in relation to accident, incidents and pre-existing injuries, there is a clear system to record and report any concerns about children and staff have completed child protection training. We observed appropriate infection control practice in relation to hand washing, cleaning of tables and use of personal protection equipment during intimate care tasks and food preparation. Staff have completed first aid training so can deal with minor health issues should they arise. Snack menus are nutritious and varied, consisting of a selection of different fruit and vegetables.

Staff work in line with the service's behaviour management policy. They implement positive behaviour management strategies, setting realistic boundaries, demonstrating warmth and respect to children and their co-workers. Praise is used effectively and children's achievements are acknowledged. Practitioners reflect on their practice and share ideas and strategies on how to deal with individual issues. As a result, there is a calm, nurturing and relaxed atmosphere in the setting.

Staff are effective practitioners with a good understanding of the individual needs of children in their care, supporting children positively in order to facilitate their engagement in play. They plan well for children's next steps in their development, using a variety of methods to capture their progress including Wellcomm assessments (a speech and language tool kit for Early Years) and Foundation Phase profiles. We observed care practice and found that staff engaged with children productively during circle time and when children were playing independently. However, during one session there were too many children washing their hands at the same time, which limited the space in the toilet area. We also noted some inconsistency in promoting children's independence at snack time, when on occasion staff poured children's drinks for them. There is good use of incidental Welsh, and literacy and language is promoted well with regular opportunities for frequent stories, singing and circle time. There are good record keeping systems for all children, including children with additional learning needs (ALN). Records showed that individual needs are identified, with appropriate action taken to engage with support services to achieve best outcomes for children.

3. Environment

Good

Summary

Children are cared for in a clean and secure environment. They benefit from a setting that is both spacious and affords them with an interesting outdoor area for exploration. Resources are age appropriate with a variety of toys and equipment, both indoors and outdoors.

Our findings

Leaders ensure that children are cared for in a clean and safe environment. Visitors are required to sign in on arrival and there is an electronic system for entry to the building and internal rooms. Unnecessary risks to children are identified and as far as possible eliminated. There are daily systems in place to ensure that the setting is suitable for children, and appropriate maintenance checks of the premises are undertaken. The service leases the building from a Trust and any maintenance issues are reported to them. However, currently there is no system to monitor the response times to issues raised by staff. Records showed that gas, fire and electrical checks are completed in a timely manner.

Leaders have good systems in place to ensure that the setting is suitable for children. Areas are spacious and bright with a good standard of décor. The reception area is welcoming and includes a parent noticeboard and information on the staff team. Facilities available meet the needs of children and the environment is well organised, internally and outside, offering children space for physical play activities, alongside quieter areas where children can sit and play in comfort. All areas of the premises that we inspected were clean, well maintained and child friendly, with a nice sensory room equipped with fibre optic lighting. The layout of rooms is conducive to play, with storage at child height and zoned areas for quieter activities, messy play, ICT and construction. Children can access the outdoor area from the main play room, and the outdoor space is imaginatively laid out with an interesting 'driving school' area, as well as sections for planting activities and imaginary play.

Children benefit from a good selection of furniture, toys and equipment suitable for their needs. Resources are in good condition and age appropriate. Toys promote cultural awareness and diversity. Furniture is suitably sized and resources are easily accessible to children, thereby promoting independence. Natural materials were available for children, as well as a selection of learning materials including puzzles, small world figures and mathematical resources.

4. Leadership and Management

Good

Summary

Leaders have good systems to support and facilitate the smooth running of the service. There is a clear vision for the service and effective record keeping processes. Positive partnership with parents is evident, and parents value the service provided. There are good links with external agencies to promote best outcomes for children.

Our findings

Leaders comply with regulations and national minimum standards. Record keeping systems are well organised and effective, with a clear statement of purpose that reflects what the service has to offer. This document is shared with parents so they can make an informed decision about the suitability of the service for their child. Documents and records are maintained to a good standard and contracts and registration forms contain relevant information and are stored securely. The service is involved in various schemes including the Merthyr Tydfil Healthy Snack Award and the Designed to Smile programme.

Leaders monitor and review the service on an ongoing basis in order to plan for improvements and to identify if targets and actions plans are being met. There is a Monitoring Tool Action Plan with key action plans for 2019 – 2020, which include development of literacy skills and the development of intergenerational community links. Data is collated through the Foundation Phase Profile Data Analysis 2019 -2020 process and there is regular consultation with parents via termly questionnaires in order to ascertain their views on the service. Whilst, there are good systems in place to capture data and monitor the effectiveness of the service, there could be greater reflection on parent feedback within the review process.

Leaders have good management systems in place to ensure that staff are qualified, experienced and suitable to work with children. There are embedded recruitment processes and a system in place to cover for staff absences. There is a strong culture of continuous professional development, which ensures that staff are well trained and equipped to provide good outcomes for children. We saw that staff recruitment checks were undertaken and newly employed staff received an induction. Staff have the opportunity to discuss their practice through formal supervision sessions. A new appraisal structure has recently been adopted, leading to a rescheduling of some appraisals to fit in with the new programme. It is important that this schedule is adhered to.

There are strong partnerships with parents and good links with agencies. Leaders and staff take a collaborative approach, and parents are informed about their child's progress through daily discussions and during parent sessions. There are family sessions

throughout the year, on topics such as healthy eating and literacy. We spoke to seven parents during the course of our inspection, all of whom were very satisfied and happy with the staff and the care their children receive. The service works closely with Flying Start advisors, as well as other agencies such as safeguarding, speech and language services and local primary schools.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Review hand washing routines so that children always have space to wash their hands in comfort and ensure that children's independence is consistently promoted at snack time;
- develop a system to record response times to maintenance issues raised with the Trust;
- ensure that feedback from parents is discussed and reflected on in more detail as part of the quality assurance process and
- ensure that all re-scheduled appraisals are completed.

6. How we undertook this inspection

This was an unannounced inspection as part of our normal schedule of inspections. It involved one inspector visiting the service over the course of two days, for approximately nine hours. In order to gather information for the inspection report we:

- Spoke to the Responsible Individual, Persons in Charge, Flying Start personnel, staff, children and seven parents;
- observed care practice and interactions between staff and children;
- examined service documents and records;
- undertook a visual inspection of internal and outdoor spaces and
- considered information held by CIW.

We fed back our findings to the Responsible Individual, Persons in Charge, some staff and Flying Start personnel at the end of the inspection process.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Sarah Ostler
Person in charge	Hazel Howard Amy Lewis
Registered maximum number of places	36
Age range of children	2 to 3 years
Opening hours	9.30am to 11.30am and 12.15pm to 2.45pm, Monday to Friday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Post Registration
Dates of this inspection visits	17/10/2019 and 18/10/2019
Is this a Flying Start service?	Yes
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow up strategic guidance for Welsh language in social care.</i> '
Additional Information: None	

Date Published 12/12/2019